



Outdoor Recreation Placement Example Application



PLACEMENT Proficiency

Place Label Here

CHAPTER #: _____

STATE: _____

Member ID #: _____

OUTDOOR RECREATION

Name of Proficiency Award Area

1. Name: Megan Fortier
2. Date of Birth: _____ 3. Age: _____
4. Gender: _____ Male _____ Female 5. Social Security #: _____
6. Address: (street/R.R./box no.) _____
- City: _____ State: _____ Zip: _____
7. Home Telephone number (including area code): _____
8. Name of Parents/Guardians 9. List Parents/Guardians Occupation Below:
- a. Father: _____
- b. Mother: _____
10. Complete FFA Chapter Name: _____
11. Name of High School: _____
12. School Address: (street/RR./box no.) _____
- School City: _____ State: _____ School Zip: _____
13. School Telephone Number (including area code): _____
14. Chapter Advisor(s): _____
15. Year FFA Membership Began: _____
16. Years of Agricultural Education Completed: _____
17. Years of Agricultural Education Offered (grades 7-12) in high school last attended: _____
18. Year in school at time of applying for the award: _____
19. If you have graduated from the high school, year graduated: _____
20. State/National Dues paid? NO _____ YES _____

We have examined this application and find that the records are true, accurate, and complete. We hereby permit for publicity purposes, the use of any information included in this application with the exception of the following:

Candidate Signature_____
Parent or Guardian Signature

In addition, we certify the applicant has achieved a satisfactory record of scholastic achievement.

Chapter Advisor Signature_____
Superintendent or Principal Signature
(indicate which)

The information contained in this application has been substantiated by an actual visit to the site of the applicant's supervised agricultural experience program.

Employer Signature (if applicable)_____
State Supervisor, Ag Ed, Signature

NOTICE: This application will not be returned by the National FFA Organization. Please make a copy for your records.

I. Performance Review

OUTDOOR RECREATION

A. Getting Started in this activity:

(15)

1. Briefly describe your SAE as it is related to this proficiency area. Describe how you started in this proficiency area. What interested and motivated you to begin?

When I was 9 years old I went to a local riding stable to go on a trail ride and the owner approached me and asked if I was interested working there. I jumped at the chance. I had always loved animals, especially horses, because they had a certain mystery about them. I was curious and I wanted to learn all I could about them. I knew that if I started working, I could develop a relationship with these animals that would eventually lead into my career. When I started, I worked in the morning, learning the temperaments of the horses. When I reached junior high, I began working full days, and going out on the trail rides. Once I started my freshman year in high school, I began leading trail rides and became involved in all aspects of the business. When I began attending Anywhere High School, I was fortunate because I had already been working in an agricultural field, and therefore already had my SAE. I was motivated by the fact that it had been a family tradition. Everyone in my family had worked there at one time or another, and I wanted to prove that I could also do the job. Also, I love the outdoors and animals, so I got the best of both worlds. I love to work hard and see progress in my life, and even at the very beginning of my job, I was experiencing these things. And I also knew that starting here, I would be able to set goals that would help me in the future.

2. When you were planning your supervised agricultural experience in this proficiency area, what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

My goals started out big from the beginning. I think if you set the bar high enough you'll strive even harder to reach it. I wanted to learn all I could about horses. I wanted to know how to take care of them, how to ride them, and how to respect them. The first thing I decided I would work towards, was the ability to drive a team of Belgian work horses. I remember watching my brother driving them one day and I said "I can't wait until I can do that." The response I got was "No, you won't be able to do that. That's a man's job." From that point on, that became my biggest goal. I wanted the knowledge and experience that went along with the honor of doing a job that only one member of the barn received. I wanted to prove to my boss, coworkers, and family that I was more than capable of handling the responsibility. Also, I wanted to learn the intricacies of the horse; the way they thought and reacted, and what they liked and were afraid of. I wanted to learn about the horse industry as well, so that some day I could have the knowledge to start my own business in horses. I decided I wanted to learn about tack and various equipment that were popular in the industry, and also breed conformation so that I may better understand the relationship from form to function. But, above all, I wanted to establish a reputation for myself in the barn. I wanted to show that I was equal to any man (or any other worker, for that matter) and that I was capable of doing any task given to me. I wanted to accomplish all these goals and prove to myself and others that I would eventually be able to manage the barn myself and be given the responsibility of being barn manager.

B. Progress:

1. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

When I first began working, I was very young. It was a disadvantage because I was limited to the jobs and tasks given to me. My learning and progression of learning about horses was slow at first. For almost 4 years I was the youngest worker there. But it was an advantage because I was starting fresh. I was learning new things and having new experiences. I was working harder to develop a base of learning the basics of horses. Once I got older and was given more responsibilities, I had developed a "horse sense," which allowed me to have more knowledge than other coworkers. Another disadvantage was that I transferred in my sophomore year to Nonnewaug High School, and the Agricultural Program. It was a complete change of environment and there was a lot to deal with. I had to make new friends and start out in a school where I didn't know anyone. All of that had to be balanced with school work as well as keeping up with my responsibilities at the stable. However, I was luckier than other students at Anywhere because when I got there I had already established an SAE. All I needed to do was begin keeping records, and make sure I kept progressing. Also, I was supported by my entire family. My brothers worked with me at the stable for my first two years and taught me many things. Also, my boss, who is also my friend, always made sure I knew what to do and if I did something wrong, she taught me how to fix it.

B. Progress (continued)

2. Briefly describe your placement in this proficiency area. (Include a description of the business/ farm, working conditions, size, number of employees, type of facilities, equipment available, etc.)

I work at a riding stable in my town that gives trail rides to customers. The stable is a great environment to work in. It has a 28 stall barn which is filled most of the year. There is an outdoor ring where lessons are given to young campers in the summer and also where any training needs to be done. In addition, there is a turnout pasture for the horses that they go out to every night, weather permitting. There are 26 riding horses and 2 Belgian Draft Horses. The barn is in partnership with a day resort for which people can come riding or get a ride on a hay wagon. The stable is on about 50 to 60 acres of land, which includes the horse facilities and plenty of trails to ride on. The job is very physical and is hard work during the summer. I am usually there for about 60 hours a week. There are four full time employees, including myself, that are the basis of the business. The equipment available is basic farm equipment, including a tractor to clean and groom trails and the ring, however most of the other work is done by hand.

3. How has your position description and/or responsibilities changed during the time of your placement?

When I first began working at this stable, I was not given many responsibilities because of my age. I had no standings in my barn. Being so young, it was thought that I was not capable of performing various tasks, and so I didn't have a very important role in the workplace. Now, however, I am a highly valued employee. I am given the most important of jobs and there is an assurance that it will be completed successfully. I can accomplish any project that needs to be done around the stable. I lead trail rides and make sure the rides are fun as well as safe. I take care of the 28 horses that are in the stable including feeding, cleaning, and any first aid that is necessary. I also drive a team of Belgian work horses for the day resort and give hay wagon rides to those who attend. Also, when I started at this job, I worked for only two hours each day and was not paid. Now, I am needed seven days a week during peak seasons and have earned over \$9,000.

C. Analysis/Evaluation of Program

1. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) in this award area as related to the goals and objectives described on page 2, question 2.

I have achieved all of the goals I set for myself when I starting at this job. I have learned a great deal about the horse industry, and have become a and knowledgable horseman. I also drive the team of Belgian work horses for the resort that is in partnership with my barn. We bought a new Belgian just this year, and it was my job to teach him to teach manners and how to pull the wagon properly and safely. I also have developed the reputation for myself that I strived for. I am regarded in the highest manner in my barn and I am respected by all. I am given the responsibilities that others can not be trusted with, to do the best job. Also, I am a lead trail guide on the weekends if I am not driving the Belgians. It is understood that I will take care of the guests that are riding on my trail and that I will ensure them enjoyment on the ride as well as safety. I have also learned about the horse itself. When I am riding I can tell the way the horse may react before it does and I can prevent accidents that may occur as a result. This is true for a horses I am riding or a horse that a guest is on.

2. Describe the personal goals, educational goals, and career goals you would like to achieve in the next ten years.

Educationally, I plan to attend the University of Connecticut in the fall of 2001 and major in Animal Science. I intend to achieve a bachelor's degree in this field, which will give me a plentiful knowledge of large animals so that I can successfully manage my own ranch someday. I would also like to take a horse shoeing class and an equine dentistry class and achieve certification in both. Personal, I would like to eventually move out West and start a ranch of my own. I would like to promote Quarter Horses, Paints, and Appaloosas as a bigger part of the industry. I would also like to start a program for disabled children and adults to learn horsemanship as well as proper care of horses. I would like to make a professional career out of my ranch. I would like to breed and sell horses as my source of income. I would also like to train horses for events or just for people who are having trouble with their horse. I would like to have a side career as a corrective horseshoer and animal dentist.

II. Scope, Income and Expense Summary for : OUTDOOR RECREATION
 Placement and Research Experimentation Type Supervised Agricultural Experience Program (20)

Year	Major Job Title Type of Work and/or Activities completed	Total Hours Worked			Gross Earnings (D)	Total Expenditures (E)	Net Earnings (F)**
		Unpaid (A)	Paid (B)	Total (C)*			
Mo/Day/Yr	Trail Guide and stable manager at	0.0	235.5	235.5	\$649		\$649
09/01/1998 to	B & R Riding Stables			0.0			\$0
Dec. 31				0.0			\$0
1998				0.0			\$0
(Year)				0.0			\$0
				0.0			\$0
Totals for Year 1		0.0	235.5	235.5	\$649	\$0	\$649
Jan 1, to	Trail Guide and stable manager at	4.0	844.0	848.0	\$3,350		\$3,350
Dec. 31	B & R Riding Stables			0.0			\$0
1999				0.0			\$0
(Year)				0.0			\$0
				0.0			\$0
				0.0			\$0
Totals for Year 2		4.0	844.0	848.0	\$3,350	\$0	\$3,350
Jan 1, to	Trail Guide and stable manager at	8.0	892.5	900.5	\$5,064		\$5,064
Dec. 31	B & R Riding Stables			0.0			\$0
2000				0.0			\$0
(Year)				0.0			\$0
				0.0			\$0
				0.0			\$0
Totals for Year 3		8.0	892.5	900.5	\$5,064	\$0	\$5,064
Jan 1, to				0.0			\$0
Dec. 31				0.0			\$0
2001				0.0			\$0
(Year)				0.0			\$0
				0.0			\$0
				0.0			\$0
Totals for Year 4		0.0	0.0	0.0	\$0	\$0	\$0
Jan 1, to				0.0			\$0
Dec. 31				0.0			\$0
2002				0.0			\$0
(Year)				0.0			\$0
				0.0			\$0
				0.0			\$0
Totals for Year 5		0.0	0.0	0.0	\$0	\$0	\$0
Jan 1, to				0.0			\$0
Dec. 31				0.0			\$0
2003				0.0			\$0
(Year)				0.0			\$0
				0.0			\$0
				0.0			\$0
Totals for Year 6		0.0	0.0	0.0	\$0	\$0	\$0
GRAND TOTALS							
Year (1+2+3+4+5+6)		12	1,972	1,984	\$9,063	\$0	\$9,063

* Columns (A) plus (B) = (C)

** Columns (D) minus (E) = (F)

III. Balance Sheet

OUTDOOR RECREATION
(5)

ASSETS & INVESTMENTS	Beginning Value on Date Entered Ag (A)	Ending Value at End of Last Completed Record Year (B)
1. Current/Operating Assets		
a. Cash on-hand, checking and savings	\$150	\$10,125
b. Cash value - bonds, stocks, life insurance	\$0	\$0
c. Notes & accounts receivable	\$0	\$15
d. Total Current/Operating Inventory (all other current assets)	\$0	\$0
2. Total Current/Operating Assets (1a+1b+1c+1d)	\$150	\$10,140
3. Non-Current/Capital Assets	\$0	\$0
4. Total Assets (2+3)	\$150	\$10,140

LIABILITIES		
5. Current/Operating Liabilities (notes payable)	\$0	\$0
6. Non-Current/Capital Liabilities	\$0	\$0
7. Total Liabilities (5+6)	\$0	\$0

8. NET WORTH (4 minus 7)	\$150	\$10,140
---------------------------------	--------------	-----------------

SUMMARY OF SOURCE AND USE OF FUNDS		
9. Earnings from this proficiency area	XXXXXXXXXXXXXX	\$9,063
10. Other SAE earning NOT from this area	XXXXXXXXXXXXXX	\$0
11. Earnings from non-SAE activities	XXXXXXXXXXXXXX	\$1,000
12. Income other than earnings	XXXXXXXXXXXXXX	\$0
13. Total Earnings (9+10+11+12)	XXXXXXXXXXXXXX	\$10,063
14. Use of Funds	XXXXXXXXXXXXXX	
a. Total educational expenses	XXXXXXXXXXXXXX	\$0
b. Total other personal expenses	XXXXXXXXXXXXXX	\$310
15. Total use of funds (14a+14b)	XXXXXXXXXXXXXX	\$310

IV. Skills and Activities

OUTDOOR RECREATION

A. Skills

(25)

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

1. Skill Number One.

Year	Skill	Where Attained	Student Hours
1998-2001	Equine Health	B & R Stables	350

Description of Skill:

Managing a barn of 28 horses requires knowledge of diseases, wounds and different breeds. There are many times during my job when first aid has had to be given to horses with small wounds or cuts. There have been times when there have been sicknesses or hoof problems and it was my responsibility to make sure the horse was taken care of. I have dealt with cases of sand colic and founder. During these times, I had to know signs of these conditions, and how to treat them until the veterinarian arrived. I can treat and bandage small wounds and prevent them from becoming infected. There is also a lot of work put into preventing diseases. Grooming is a daily job to ensure the horses' coat and body is healthy. It also is a time when I check out the horse to make sure that they are sound and that there are no cuts on the body. Also, deworming and vaccination is a huge part of preventative health care in horses.

2. Skill Number Two.

Year	Skill	Where Attained	Student Hours
1998-2001	Basic Farrier Skills	B & R Stables	174

Description of Skill:

The most important feature on a horse is its hooves. As the saying goes, "no hoof, no horse." Working with these animals daily, I need to know the basics of farrier work. I can tell when a horse is favoring one foot or another, or when they have a loose shoe or have lost the shoe. I have seen cases of stone bruises and have been able to determine in time that the horse was off, therefore, preventing the horse from injuring itself further. Also, I have learned how to pull off shoes properly and how to clean and trim the sole and hoof wall. This has helped me not only on the job, but also with other people that have horses. I can show them what to look for and help them with a horse that may have a problem until they can see the farrier. I can identify signs of thrush in the grooves of the frog, and I also can treat hooves that have become dry or cracked.

3. Skill Number Three.

Year	Skill	Where Attained	Student Hours
1998-2001	Drive a team of Belgian work horses.	B & R Stables	400

Description of Skill:

For three years I have been driving a team of Belgian work horses. Two years ago, I was driving a team that had been pulling together for about 5 years. One of them got sand colic last year and unfortunately had to be put down. This year, I had to begin working with a new Belgian to get him to pull the wagon safely and correctly. My barn is in partnership with a day resort and I give hay rides to those who come to the resort. The picnic sizes can range from 250 people to 5,000 people. Therefore, I need to make sure the team is in complete control at all times and that the rides are also enjoyable. Typically, the day starts at 8 in the morning with grooming and cleaning the team. Then I harness the team up and usually give rides for 6 hours a day on the weekends. I make sure that the horses are watered and are taken care of throughout the day, and that they stay in good health and condition.

IV. Skills and Activities (continued)

OUTDOOR RECREATION

A. Skills (continued)

(25)

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

4.Skill Number Four.

Year	Skill	Where Attained	Student Hours
1998-2001	Safety and Facility Maintenance	B & R Stables	330

Description of Skill:

I do daily checks of the tack and horses for cleanliness, cracks, and safe stitching. I make sure that the saddles and bridles are in perfect working order and that there is no chance anything could break while a customer is riding. It is very important to make sure that the equipment is fit to the horse. I need to make sure that the saddles fit to the backs and withers of the horse and that each girth is sized to the barrel. Also, I make sure that the bridle fits correctly and that there are enough blankets under the saddle to provide enough padding for the horse. Also, in order to appeal to the public, the barn facility needs to stay looking neat and well? maintained. It is my job to groom the riding ring as well as the trails. I use loppers to clear away fallen brush or tree limbs, and I use the tractor to groom trails. I clear rocks and trash that may be causing the trails to look clustered. These tasks ensure the safety and enjoyment of both horse and rider.

5. Skill Number Five.

Year	Skill	Where Attained	Student Hours
1998-2001	Communicating with Adult and Children	B & R Stables	400

Description of Skill:

I have worked for 7 years at this stable and I have learned many different things about working with the public. Many times there have been customers that were not happy with their ride or their horse and I have learned how to deal with these problems in a professional manner. There have been individuals that come riding who think they know everything there is about horses, when in reality, they are riding incorrectly, and are a danger to themselves and the horse. Therefore, I need to effectively talk to them and explain what they are doing wrong and how they can fix it. There are also times when people who come riding have never seen an horse, never mind ridden one. I need to spend time with them and show them the basic rules of riding, so that they enjoy themselves and they also feel safe on the horse. Also, children come riding who may be scared of horses. I have gotten excellent experience with working with younger students and helping them overcome their fear of riding.

6. Skill Number Six.

Year	Skill	Where Attained	Student Hours
1998-2001	Evaluating and Training New Horses	B & R Stables	330

Description of Skill:

The stable that I work for is not specified for any level of rider. Therefore, there are many different types of horses that I work with. Because safety always comes first, I am among the few who ride all the horses before any customer gets on its back, therefore, I have gotten a wide background of riding horses. They all have different gaits and personalities and I never know what to expect. Each time I get on a horse I am learning new things about riding and horsemanship. And because I've become such a skilled and tactful rider, many times when we get new horses, I am the first to try them out and evaluate their potential as a good trail horse. Last year, when a new Paint arrived at my barn, I had to work with him a lot because he was somewhat difficult and challenging. I reintroduced him to the snaffle bit and taught him to neck rein. Many of the lessons I gave were on the trail so that he would get used to being out of the barn and ring.

IV. Skills and Activities (continued)

OUTDOOR RECREATION

B. Activities

(25)

List your top three placement activities and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

1. Activity Number One.

Year	Activity	Where Attained	Student Hours
1998-2001	Trail Guide	B & R Stables	800

Description of Activity:

My main job at the stable is a trail guide. My purpose is to lead the trails and make sure everyone has a great time and will want to come back again. Sometimes if I am not leading the ride, I am towards the end of the line assisting those who may be having a difficult time because it is their first time on a horse. The number of people on one trail ride varies from 1 to 20. Many times there is a large group who come together and I need to make sure that they all stay together and enjoy themselves. Also, I need to make sure that everyone is safe and no one is putting themselves or the horses in danger. On the weekends there are usually 6 rides each day, so I am in the saddle for at least 6 hours each day. Also, I need to make sure that the trails are groomed and clean for both rider and horse. It's not good for the horses to constantly be walking on rocks so I tend to the trails.

2. Activity Number Two.

Year	Activity	Where Attained	Student Hours
1998-2001	Camp Counselor	B & R Stables	600

Description of Activity:

B+R Stables has a contract with the resort for a summer day camp, and for 8 weeks during the summer I am a camp counselor. Children from ages 5 to 14 come riding to learn the basics of horsemanship. There are 7 classes a day that last about 45 minutes. Each class goes through drills in the ring to learn posture and basic movements of the horse. Then the classes go on a trail ride to use those skills that they've learned. There are about 20 kids in each class and I am responsible for each and every one of the children in the class. I make sure their helmets are fitted correctly and that they are riding a horse that matches their skill level. I assist them in mounting and make sure their stirrups are the correct length. Also, I make sure that they know how to use the reins, that they have correct posture, their heels are down, and that they keep enough space between each horse to ensure their safety.

3. Activity Number Three.

Year	Activity	Where Attained	Student Hours
1998-2001	Barn Management	B & R Stables	584

Description of Activity:

Along with all the fun of working with animals comes all of the chores. I start work at 8 a.m. with feeding. Once all the horses have eaten, I begin grooming and saddling them for the day's work. When all the horses are ready for the day, I clean and refeed the barn. This usually takes about 2 hours in the morning. Throughout the day, I make sure the water troughs are full, and that each horse gets water every hour, especially during the summer months. Once the day is over, I unsaddle each horse, and groom them again. If any horse needs a bath, I take them out to the wash rack and scrub them down to get them clean. Once all the horses are in the barn eating, I have to spread hay for the horses in the pasture. I drive the tractor and load and spread hay in different places. Then all the horses are put into the pasture for the night and I clean the barn once more. It is my responsibility to make sure that they all remain healthy.

Checklist for Agricultural Placement Proficiency Applications

Award Area: OUTDOOR RECREATION

Name: Megan Fortier

Local Advisor	State Advisor	Circle "Y" if the Statement is "YES" and "N" if the Statement is "NO".
Y N	Y N	1. Applicant has been an active FFA member for each year covered by this application. Cover page, Line 20 . (Please consult the local & state copy of membership roster for each year.)
Y N	Y N	2. Applicant has included his/her Social Security Number, Cover page, Line 5 .
Y N	Y N	3. Applicant has been out of high school for no more than one year. Cover page, Line 19 .
Y N	Y N	4. Applicant has graduated and has completed at least three full years of agriculture, or all of the agriculture offered at the school last attended, Cover page, Line 16 . Note: Applicants that are still in high school at the time of applying are eligible to participate at all grade levels.
Y N	Y N	5. Applicant has in operation and has maintained records to substantiate an outstanding supervised agricultural experience program through which exhibits comprehensive planning, managerial and financial expertise, Pages 2, 3, 4, 5, 6, 7, 8, and 9.
Y N	Y N	6. The total hours that a student list on Page 4, Section II, are greater than or equal or equal to the hours listed in either the "Skills" portion of Section IV. Pages 6 and 7 or the "Activities" portion of Section IV. Page 8.
Y N	Y N	7. Applicant has included no more than a two page resume.
Y N	Y N	8. Applicant has included no more than a one page written evaluation by the most recent employer or agriculture instructor describing the progress that the applicant has made in developing the skills and competencies necessary for success within the award area in which they are applying.
Y N	Y N	9. Applicant has included a maximum of six photographs with captions containing less than 50 words each.
Y N	Y N	10. Applicant has included a maximum of one page (maximum size 8 1/2" x 11") of additional information. (This may NOT include the following: Video Tapes; Computer Disk; Cd ROM's; DVD's; etc.)
Y N	Y N	11. The Application is properly signed by the applicant, parent or guardian, chapter advisor, school superintendent or principal, and submitted to the State FFA Advisor.

Megan Fortier
3 Merriman Lane
Anywhere, CT 06000
(555) 111-0006
Anywheregrl@hotmail.com

Career

Objective: I would like to acquire a four year degree in Animal Science while attending the University of Connecticut. I would like to be certified in Corrective Horseshoeing and Animal Dentistry. And eventually, I would like to own and manage a breeding farm in the West.

Education:	Anywhere High School	Anywhere, CT	1997-1998
	Somewhere High School	Somewhere, CT	1998-2001
Coursework:	<i>Agri-Science Courses:</i> Vet Science 10, Vet Assistant I, Horse Management 10, Ag Mechanics I.		

Academic Courses: Earth Science, Chemistry, Physics, Biology, World Civilizations, American History, Algebra 1,2, Geometry, Pre-Calculus, Calculus, French 1,2,3, Literature and Composition, World Literature, American Literature, British Literature.

FFA Leadership

Activities/

Awards: Anywhere FFA Chapter, member- sophomore, junior, senior years
Greenhand Degree
Chapter Degree
Pet Adoption Volunteer- sophomore, junior years
Hunter Pace trail cleaner- sophomore, junior, senior years
Blood Drive Volunteer- junior and senior years

School

Leadership/

Awards:

Cross Country team
Indoor Track team, Captain
Outdoor Track team, Captain
Soccer team
Newspaper Committee
Somewhere Honor Roll
Most Improved Award
Best in Field Award- Indoor Track
Sportsmanship Award- Indoor Track
Making holiday baskets for less fortunate families
Preparing and serving meals at a local shelter
Volunteering at a local convalescent home

Community

Leadership

Activities:

Professional

Memberships:

National FFA Member
USA Track and Field Member

Work

Experiences:

B+R Stables, Somewhere,CT	1994-present
Town of Anywhere, Anywhere, CT	1999-present

References: Patricia Audette

B & R Stables
Somewhere, CT 06012
(555) 758-0531

Amanda Stein Thomson

Anywhere High School
5 Mintortown Rd.
(555) 263-0370

Mayor Robert Chatfield

5 Center Street
Somewhere, CT 06012
(555) 758-0164

April 20, 2001

To Whom it May Concern:

I have known Megan Fortier and her family for fifteen years. I still remember her small face peeking through the boards of my riding arena watching the horses and asking me how old she had to be to work at the stables.

Megan began volunteering on the weekends at my stables when she was around ten years old and has been working for me ever since.

She is the most responsible, conscientious, and hard working young woman I have had with me for the last twenty five years I have owned B+R Stables for the last twenty five years. She is always on time, knows her responsibilities, and carries them through diligently day after day. I never worry about her taking a "short cut" whether she is caring for my horses or caring for my customers. She is courteous and compassionate with people, especially with my camp children who range in age from six years old to twelve years old.

After working with young people in this age group for many years, I find this special young woman most deserving of this award. Thank you.

Sincerely,

Patricia Audette, Owner
B&R Stables

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Megan Fortier

OUTDOOR RECREATION

PHOTO #

1



Although this Paint horse is strictly a guide horse, I am teaching him to respect my voice commands and to follow my body movements. When this horse first arrived, he had strictly been a barn horse. I taught him neck reining and how to handle himself on the trail.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Megan Fortier

OUTDOOR RECREATION

PHOTO #

2



The best trail rides are ones that seem to put the rider in a scenic setting. I keep the trails looking rustic so that it gives a reality to the customers. However, I am responsible for keeping the trails safe for everyone that may ride on it.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Megan Fortier

OUTDOOR RECREATION

PHOTO #

3



While tending to the Draft horses, I also have to give my full attention to customers on and off the wagon ride. With picnics of up to 5,000 people, I have to make sure everyone maintains a safe distance from the wagon, but also enjoys a day with the horses.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Megan Fortier

OUTDOOR RECREATION

PHOTO #

4



As a camp counselor, I make sure campers can mount their horse correctly and safely, and that they know how to behave and act while riding in the ring or on the trail. I reassure them of their successes to help them become more confident in their riding ability.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Megan Fortier

OUTDOOR RECREATION

PHOTO #

5



These Belgians need to be properly groomed and tacked up before they can be shown to the public. I make sure that the harnesses and wagon hitches are oiled and safely in tact so that they look presentable for guests at the Holiday Hill Resort.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Megan Fortier

OUTDOOR RECREATION

PHOTO #

6



Horses rely on their legs and hooves to allow them to function. In order for my horses to be used each day by customers, I have to ensure that their hooves are well-maintained. I make daily checks on shoes so that each horse works with four good shoes on.

Anywhere Regional School District No. 14
Anywhere High School
5 Minortown Road
Anywhere, Connecticut 06000
Telephone (555) 111-6128

Jean Wentworth
Principal

February 12, 2001

I am pleased to recommend Megan Fortier for the FFA Proficiency Award in Outdoor Recreation. I have had the privilege of having Megan as a student in two of my Veterinary Science classes over the past two years, and have found her to be a motivated, capable and enthusiastic student with a genuine interest in agricultural science.

I remember when Megan enrolled in the Agri-Science program at Anywhere High School as a transfer student in her sophomore year. Megan made a distinct impression on me, as she was an extremely conscientious student and appeared to make what is often a difficult transition to a new school with ease. Academically speaking, Megan excelled in each of my classes, maintaining a high "A" average over the course of two years. She was an outstanding student who was always prepared for class, scored at or near the top of her class in terms of grades, and always approached her studies with interest, enthusiasm and a positive attitude. Megan also excelled in the hands-on component of my classes, which involved the care and husbandry of the school's large and small animals, as well as applied laboratory experiences. Megan demonstrated a great deal of initiative and pride in her work; she also worked independently and could be counted on to volunteer for just about any task. Not only was she successful in her own regard, but Megan was well-liked and respected by her peers.

Megan has also developed an outstanding S.A.E.P. (Supervised Agricultural Experience Project), the work experience component of the Agri-Science program. When Megan was a young child she approached Patty Audette, owner/operator of B&R Riding Stables in Anywhere, Connecticut, to see if she could work with the horses. While Patty felt she was too young at the time, Megan persevered and by the time she enrolled in Junior High she was allowed to start working at the farm as a volunteer. Some eight years later, Megan has established herself as an indispensable paid employee who assists in all aspects of running the business. Megan is a trail guide for organized group rides, she hitches and drives the farm's team of Belgian draft horses, maintains trails, teaches and supervises summer camp and cares for and provides basic veterinary and farrier care for the ranch's string of twenty horses. During the past three years, Megan has documented over 1,800 hours of work experience at B&R Stables.

Megan has also become involved with a number of community service and extra-curricular activities. An active member of the Anywhere FFA Chapter, our agricultural youth leadership organization, Megan has earned her Greenhand and Chapter FFA Degrees. Megan has also been a supporter of our annual Pet Adoption, Hunter Pace and Blood Drive. In addition, Megan has also been successful as an athlete, earning varsity letters in both indoor and outdoor track, as well as cross-country. She has also consistently earned Honor Roll recognition for her outstanding grades. Megan has also been involved with a number of civic groups in her hometown, including her church, preparing holiday food baskets for the less fortunate, and organizing fundraisers for Muscular Dystrophy Association.

Megan is a well-rounded, personable, responsible and motivated young person who will most certainly succeed in her pursuit of a future career in agricultural science. I highly recommend her for this award.

Sincerely,

Amanda Stein Thomson
Agri-Science Teacher